Chapter - Three

METHODOLOGY

Any scientific research programme has to be systematic, controlled, empirical and critical investigation of hypothetical proposition, about the presumed relationship among different variables. It involves systematic and sound procedures in order to achieve objectivity in findings our results. In order to enhance the objectivity as well as predictive value of the findings, it becomes imperative to choose an appropriate research design. Selection and/or development of the relevant standardized tools and tests, identification of adequate sampling for collecting data, and lastly the careful tabulation and analysis of data by administering the appropriate statistical techniques and finally the interpretation of results in accordance with the problem. The present endeavour aims to study childhood Psychopathology in relation to temperament among the children of advantaged and disadvantaged Group.

To meet this objective the following methodology was adopted.

SAMPLE

In behavioural research sample is always chosen from the large population. Mohsin (1984) contended that sample is a small part of the total existing events, objects or the informations, Kerlinger (1983) believes that "Sampling is taking any portion of a population or universe as representative of that population or universe as representative of that population a universe". Thus sampling is a portion of population selected
for observation so it is possible to draw the reliable information or to make generalizations on the population as a whole from where the sample is drawn.

The sample of the present study consisted of 200 school students representing advantaged and disadvantaged groups. But students have returned only 162 forms. The sample of advantaged group was drawn from Aligarh Public School, Green crescent school, and Zakir Hussain Public School. And the sample of disadvantaged group was drawn from, union school, and chungi school, respectively. The break up of the sample is represented in the following table.

**SHOWS THE TOTAL NUMBER OF SAMPLE**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantaged</td>
<td>80</td>
<td>162</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>

Disadvantaged Group

For this group we will take union school, and Chungi school. Here the condition of the schools are not very good, and the children are from low socio-economic class.

Advantaged Group

For this group we will take Aligarh Public School, Zakir Hussain Public School, Green crescent Public School. Here the conditions of the school are very good, method of teaching is also very good. All the children are from high socio-economic class.
We have decided to take two different groups, just to study the distinction between the children of two schools. It is expected that childhood psychopathologies are more often found in disadvantaged group. Questionnaire method was adopted, since the sample and the type of study required the questionnaire method. Each questionnaire consist a number of statement, every respondent is bound to respond to each statement as per the instruction given in the Questionnaire.

**TOOLS USED:**

In order to have clear objective or clear cut understanding of human behaviour certain psychological tests are used. To understand the specific aspect of the behaviour, under study relevant tools/measures/invention/scale etc. are used for the present study.

The following test/scales were used for the present study.

**CHILDHOOD PSYCHOPATHOLOGY MEASUREMENT SCHEDULE**

Purpose of this test is to measure psychiatric symptoms in children. It is used for screening children for psychiatric disturbance and to measure nature of psychopathology. This test is prepared by savita Malhotra (1984). It is in both the languages i.e. English & Hindi. Test has 75 items with "yes" and "No" responses. Test measures 8 factorially derived syndromes i.e. low intelligence, conduct disorder, Anxiety, Depression, Psychotic Symptoms, Special Symptoms, Somatization, and Physical illness. For "yes" category the score is "1" and for "No" category the score is "0". This test has reliability and validity. Test retest reliability of the test is "0.78 to 0.91". Inter rater reliability coefficient is "0.88 to 0.96"
Factorial and construct validity are high. Criterion validity is also found.

**TEMPERAMENT MEASUREMENT SCHEDULE**

It is used to measures the temperament of the children. This is prepared by Savita Malhotra and Anil Malhotra (1982). It is available both in English and Hindi languages. It is used for temperament assessment of children seeking psychiatric help as well as normal children. It may be used for research as well as for clinical assessment of children. Test has 9 categories and in each there are 5 items. these categories are Activity level, Rhythmicity, Approach withdrawal, Adaptability Mood, Intensity, Threshold, distractibility, Persistence. Test has its reliability and validity. Test-retest reliability is $= 0.83$ to $0.94$; Inter rater reliability $= 0.88$ to $0.96$. The factorial and construct validity studied and was found satisfactory.

Two extreme scores of 1 and 5 were provided with extreme frequency and intensity on the negative and positive direction with average at point 3; 1 = Hardly ever; 2 = once in a while' 3 = sometimes; often = 4; 5 = Almost always.

**PROCEDURE**

The data was collected from the mother's of the children. Prior to data collection, subjects were assured that their responses would be kept strictly confidential and will be used only for research purpose. Both the scales i.e. Temperament Measurement schedule and childhood Psychopathology Measurement schedule was administered on the subjects. The respondents generally took one hour time in completing both the
scales. After data collection the scoring was done according to the prescribed procedure.

**STATISTICAL ANALYSIS**

The investigator had to compare two groups one is Advantaged group and the other is Disadvantaged group. Further, the influence of two variables namely Childhood Psychopathology and Temperament were needed to be assessed. The researcher therefore used the 't' test so that the significance of the difference between the means could be found. 't' is an inferential statistics and is commonly used to compute the significance of difference between two means. Since our research questions aims to answer questions relating to intergroup difference on certain dimensions 't'-test was applied by the researcher.